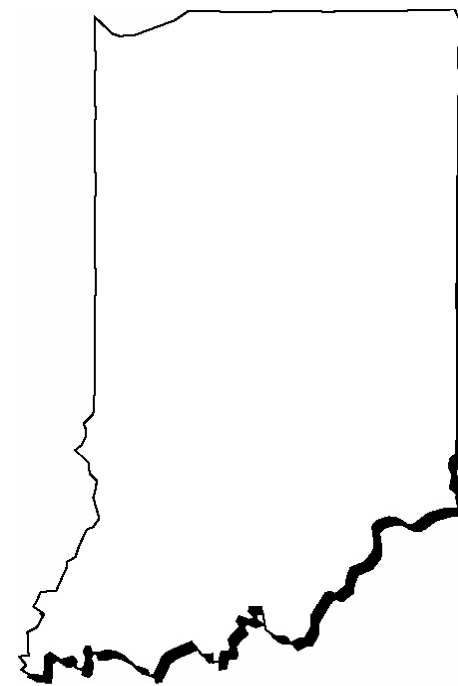


Literacy by Design

Grade 2

correlated to the

**Indiana Academic Standards
English/Language Arts,
Grade 2**



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Grade 2**

correlated to the

**Indiana Academic Standards
English/Language Arts
Grade 2**

Standard	Descriptor	Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
<i>Phonemic Awareness</i>		
2.1.1	Demonstrate an awareness of the sounds that are made by different letters by:	
•	distinguishing beginning, middle, and ending sounds in words.	<p><u>Whole Class Charts</u> Volume 1: 50, 51</p> <p><u>Comprehensive Teacher's Guide</u> 8, 9, 14, 15, 16, 24, 26, 28, 30, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 92, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284</p> <p><u>Small Group Reading Teacher's Guide</u> 288</p>
•	rhyming words.	<p><u>Whole Class Charts</u> Volume 1: 4, 7, 9, 13, 16, 18, 22, 25, 27, 31, 36, 40, 43, 45, 49, 52, 54, 58, 61, 63, 67 Volume 2: 72, 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 108, 112, 115, 117, 121, 124, 126, 130, 133, 135, 139, 144</p> <p><u>Comprehensive Teacher's Guide</u> 140-141, 284, 288, 370, 371, 372</p> <p><u>Small Group Reading Teacher's Guide</u> 44</p>

Standard	Descriptor	Citations
•	clearly pronouncing blends and vowel sounds.	<p><u>Comprehensive Teacher's Guide</u> 8, 9, 14, 15, 16, 24, 26, 28, 30, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 92, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284</p> <p><u>Small Group Reading Teacher's Guide</u> 11, 16, 26, 31, 36, 46, 66, 71, 81, 91, 96, 101, 106, 111, 116, 126, 141, 151, 156, 171, 176, 191</p> <p><u>Essential Resource Guide</u> 12-13, 24-25, 76-77</p>
<i>Decoding and Word Recognition</i>		
2.1.2	Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.	<p><u>Comprehensive Teacher's Guide</u> 16, 48, 82, 114, 148, 180, 214, 246, 280, 312, 378, 456</p> <p><u>Small Group Reading Teacher's Guide</u> 296</p> <p><u>Essential Resource Guide</u> 139-140</p>
2.1.3	Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).	<p><u>Whole Class Charts</u> Volume 1: 50, 51</p> <p><u>Comprehensive Teacher's Guide</u> 404, 410, 412, 414, 416, 420, 422, 424, 426, 428</p> <p><u>Small Group Reading Teacher's Guide</u> 288</p> <p><u>Essential Resource Guide</u> 12-13, 24-25, 76-77</p>
2.1.4	Recognize common abbreviations (<i>Jan., Fri.</i>).	<p><u>Small Group Reading Teacher's Guide</u> 264</p>

Standard	Descriptor	Citations
2.1.5	Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children</i> , <i>mouse/mice</i>).	<u>Whole Class Charts</u> Volume 2: 126 <u>Comprehensive Teacher's Guide</u> 114, 116, 126, 128, 148, 180
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	<u>Comprehensive Teacher's Guide</u> 94, 116, 160, 216, 292, 324, 358, 429, 456, 490 <u>Small Group Reading Teacher's Guide</u> 9, 13, 15, 18, 25, 58, 64, 69, 75, 84, 95, 108, 114, 119, 129, 139, 144, 159, 169, 175, 179, 194, 203, 204, 209, 214, 244, 249, 254, 259, 263, 270, 284, 288, 289, 294
2.1.11	Know and use common word families (such as <i>-ale</i> , <i>-est</i> , <i>-ine</i> , <i>-ock</i> , <i>-ump</i>) when reading unfamiliar words	<u>Whole Class Charts</u> Volume 1: 4, 7, 9, 13, 16, 18, 22, 25, 27, 31, 36, 40, 43, 45, 49, 52, 54, 58, 61, 63, 67 Volume 2: 72, 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 108, 112, 115, 117, 121, 124, 126, 130, 133, 135, 139, 144 <u>Small Group Reading Teacher's Guide</u> 1–2, 6–7, 21–22, 51–52, 58–59, 66–67, 126, 131, 136, 156, 211, 226, 236, 246, 251

Standard	Descriptor	Citations
<i>Vocabulary and Concept Development</i>		
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<u>Small Group Reading Teacher's Guide</u> 281
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).	<u>Whole Class Charts</u> Volume 2: 144 <u>Comprehensive Teacher's Guide</u> 518, 520, 524
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).	<u>Whole Class Charts</u> Volume 2: 112, 117 <u>Comprehensive Teacher's Guide</u> 404, 410, 412, 414, 416, 420, 422, 424, 426, 428 <u>Small Group Reading Teacher's Guide</u> 291, 306 <u>Essential Resource Guide</u> 119-120
2.1.10	Identify simple multiple-meaning words (<i>change, duck</i>).	<u>Small Group Reading Teacher's Guide</u> 42

Standard	Descriptor	Citations
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
<i>Structural Features of Informational and Technical Materials</i>		
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	<p><u>Comprehensive Teacher's Guide</u> 25, 29, 30, 34, 35, 65, 69, 74, 92, 108, 110, 114, 122, 150, 183, 189, 275, 304, 388, 510, 514, 518, 520</p> <p><u>Small Group Reading Teacher's Guide</u> 25, 29, 30, 34, 35, 58, 74, 80, 104, 105, 109, 110, 114, 115, 120, 125, 150, 155, 189, 190, 194, 200, 204, 239, 240, 257, 269, 304, 310, 314, 315, 319</p>
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	<p><u>Whole Class Charts</u> Volume 1: 26</p>
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>		
2.2.2	State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet	<p><u>Comprehensive Teacher's Guide</u> 339, 342, 344, 345, 355, 390</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 10, 15, 20, 24, 29, 35, 39, 45, 50, 54, 59, 65, 69, 74, 79, 84, 90, 95, 100, 105, 110, 115, 120, 124, 129, 134, 139, 145, 150, 155, 160, 165, 170, 175, 180, 184, 189, 195, 200, 204, 210, 214, 220, 225, 230, 233, 235, 240, 244, 250, 255, 260, 264, 268, 269, 274, 280, 285, 289, 295, 299, 305, 310, 315, 320</p>

Standard	Descriptor	Citations
2.2.3	Use knowledge of the author's purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as <i>What Do You Do with a Tail Like This?</i> by Robin Page and Steve Jenkins.	<u>Whole Class Charts</u> Volume 2: 95, 96 <u>Comprehensive Teacher's Guide</u> 114–117, 128, 339, 342, 344–345, 355, 379–381, 390, 392 <u>Small Group Reading Teacher's Guide</u> 78, 188, 228
2.2.4	Ask and respond to questions (<i>when, who, where, why, what if, how</i>) to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer <i>why, what if, and how</i> questions to understand the lunar landing.	<u>Whole Class Charts</u> Volume 1: 23, 24 <u>Comprehensive Teacher's Guide</u> 64, 74, 75, 76, 77, 78, 80, 81, 126, 130, 183, 196, 208, 255, 262, 314, 328, 394, 480 <u>Small Group Reading Teacher's Guide</u> 24, 25, 29, 30, 34, 35, 39, 40, 64, 65, 69, 70, 74, 75, 79, 80, 104, 105, 109, 110, 114, 115, 119, 120, 144, 145, 149, 150, 154, 155, 159, 160, 184, 185, 189, 190, 194, 195, 199, 200, 224, 225, 229, 230, 234, 235, 239, 240, 263, 264, 265, 268, 269, 270, 273, 274, 275, 278, 279, 280, 303, 304, 305, 308, 309, 310, 313, 314, 315, 318, 319, 320
2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.	<u>Whole Class Charts:</u> Volume 1: 41, 42, 59, 60 Volume 2: 77, 78, 131, 132 <u>Comprehensive Teacher's Guide</u> 114–115, 116–117, 128, 130, 312, 339, 342, 344, 345, 355, 378, 390

Standard	Descriptor	Citations
2.2.6	Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	<p><u>Whole Class Charts</u> Volume 2: 113, 114</p> <p><u>Comprehensive Teacher's Guide</u> 122, 123, 246, 247, 445, 454</p> <p><u>Small Group Reading Teacher's Guide</u> 39, 155, 156, 190, 208, 238, 258, 278</p>
2.2.7	Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	<p><u>Whole Class Charts</u> Volume 1: 26</p> <p><u>Comprehensive Teacher's Guide</u> 58, 124, 140, 190, 250, 256, 314, 322, 382, 444-445, 446-447, 454, 458, 510</p> <p><u>Small Group Reading Teacher's Guide</u> 65, 69, 75, 110, 160, 183, 185, 230, 263, 265, 273, 275, 280, 304, 305, 318, 320</p>
2.2.8	Follow two-step written instructions.	<p><u>Small Group Reading Teacher's Guide</u> 39</p>
2.2.9	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<p><u>Comprehensive Teacher's Guide</u> 172, 178, 181, 182, 183, 218, 238, 380</p> <p><u>Essential Resource Guide</u> 51-52, 55-56, 65-66, 108-109</p>

Standard	Descriptor	Citations
2.2.10	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>).	<u>Small Group Reading Teacher's Guide</u> 18, 173, 248
3. READING: Comprehension and Analysis of Literary Text		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
2.3.1	Compare plots, settings, and characters presented by different authors. Example: Read and compare <i>Strega Nona</i> , an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.	<u>Essential Resource Guide</u> 1-3, 93-95, 112-114
2.3.2	Create different endings to stories and identify the problem and the impact of the different ending. Example: Read a story, such as <i>Fin M'Coul — The Giant of Knockmany Hill</i> , Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.	N/A
2.3.3	Compare and contrast versions of same stories from different cultures. Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Mufaro's Beautiful Daughters</i> by John Steptoe.	<u>Comprehensive Teacher's Guide</u> 29, 47, 113, 179, 228, 311, 376, 377, 412, 443, 509 <u>Small Group Reading Teacher's Guide</u> 15, 45, 59, 60, 93, 128, 163, 165 <u>Essential Resource Guide</u> 1-3, 93-95, 110-111, 112-114

Standard	Descriptor	Citations
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. Example: Listen to or read the rhymes for each letter of the alphabet in <i>A My Name Is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	<p><u>Whole Class Charts</u> Volume 1: 4, 7, 9, 13, 16, 18, 22, 25, 27, 31, 36, 40, 43, 45, 49, 52, 54, 58, 61, 63, 67 Volume 2: 72, 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 108, 112, 115, 117, 121, 124, 126, 130, 133, 135, 139, 144</p> <p><u>Comprehensive Teacher's Guide</u> 20, 40, 140-141, 152, 156, 284, 288, 370, 371, 372, 448, 452, 482, 486</p> <p><u>Small Group Reading Teacher's Guide</u> 44, 204, 214, 284, 289</p>
2.3.5	Confirm predictions about what will happen next in a story	<p><u>Small Group Reading Teacher's Guide</u> 18, 173, 248</p>
2.3.6	Recognize the difference between fantasy and reality.	<p><u>Small Group Reading Teacher's Guide</u> 179, 294</p>
2.3.7	Identify the meaning or lesson of a story.	<p><u>Comprehensive Teacher's Guide</u> 29, 44, 47, 92, 113, 179, 228, 311, 374, 376, 377, 412, 443, 509</p> <p><u>Small Group Reading Teacher's Guide</u> 15, 45, 59, 60, 93, 98, 128, 163, 165, 178, 213</p> <p><u>Essential Resource Guide</u> 110-111</p>

Standard	Descriptor	Citations
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
2.4.1	Create a list of ideas for writing.	<u>Comprehensive Teacher's Guide</u> 9, 41, 75, 107, 141, 173, 207, 239, 273, 305, 339, 371, 405, 437, 471, 503
2.4.2	Organize related ideas together to maintain a consistent focus.	<u>Comprehensive Teacher's Guide</u> 9, 15, 41, 47, 75, 81, 107, 113, 141, 147, 173, 179, 207, 213, 239, 245, 273, 279, 305, 311, 339, 345, 371, 377, 405, 411, 437, 443, 471, 477, 503, 509
<i>Research Process and Technology</i>		
2.4.3	Find ideas for writing stories and descriptions in pictures or books.	N/A
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	<u>Comprehensive Teacher's Guide</u> 82, 96, 194, 326, 360
2.4.5	Use a computer to draft, revise, and publish writing.	<u>Comprehensive Teacher's Guide</u> 31, 63, 97, 107, 129, 163, 195, 261, 327, 393, 427, 437, 459, 493, 525 <u>Essential Resources Guide</u> 32-33, 121-122
<i>Evaluation and Revision</i>		
2.4.6	Review, evaluate, and revise writing for meaning and clarity.	<u>Comprehensive Teacher's Guide</u> 25, 27, 29, 31, 61, 63, 95, 97, 123, 125, 127, 129, 159, 161, 163, 189, 191, 193, 195, 223, 225, 227, 229, 257, 259, 261, 289, 291, 293, 295, 297, 325, 327, 359, 361, 363, 391, 393, 395, 417, 425, 427, 457, 491, 519, 521, 523
2.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	<u>Comprehensive Teacher's Guide</u> 31, 63, 97, 129, 163, 195, 229, 261, 295, 327, 361, 393, 427, 459, 493, 525

Standard	Descriptor	Citations
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	<u>Comprehensive Teacher's Guide</u> 19, 25, 27, 29, 31, 61, 63, 95, 97, 123, 125, 127, 129, 159, 161, 163, 189, 191, 193, 195, 223, 225, 227, 229, 257, 259, 261, 289, 291, 293, 295, 297, 325, 327, 359, 361, 363, 391, 393, 395, 417, 425, 427, 457, 491, 519, 521, 523
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
2.5.1	Write brief narratives based on experiences that: <ul style="list-style-type: none"> move through a logical sequence of events (chronological order, order of importance). describe the setting, characters, objects, and events in detail. <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p>	<u>Comprehensive Teacher's Guide</u> 9, 15, 19, 21, 29, 41, 47, 49, 51, 53, 57, 75, 81, 83, 85, 87, 91, 141, 147, 149, 151, 153, 405, 411, 413, 415, 417, 471, 477, 479, 481, 483, 487, 489 <u>Small Group Reading Teacher's Guide</u> 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295
2.5.2	Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> develops a main idea. uses details to support the main idea. <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	<u>Comprehensive Teacher's Guide</u> 173, 179, 181, 183, 185, 305, 311, 313, 317, 321, 323, 325, 351, 361, 371, 377, 379, 383, 387, 389, 391, 437, 443, 445, 447, 453, 503, 509, 511, 515, 519 <u>Small Group Reading Teacher's Guide</u> 10, 40, 70, 170, 260, 265, 275, 300
2.5.3	Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature. Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.	<u>Comprehensive Teacher's Guide</u> 214, 226 <u>Essential Resource Guide</u> 10-11, 61-62, 135-136
2.5.4	Write rhymes and simple poems.	<u>Comprehensive Teacher's Guide</u> 273, 279, 281, 283, 284, 285, 289, 291, 293
2.5.5	Use descriptive words when writing.	<u>Comprehensive Teacher's Guide</u> 425, 447, 457

Standard	Descriptor	Citations
2.5.6	Write for different purposes and to a specific audience or person. Example: Write a description of your favorite book to recommend the book to a friend.	<u>Comprehensive Teacher's Guide</u> 9, 15, 19, 21, 29, 41, 47, 49, 51, 53, 57, 75, 81, 83, 85, 87, 91, 141, 147, 149, 151, 153, 173, 179, 181, 183, 185, 214, 226, 273, 279, 281, 283, 284, 285, 289, 291, 293, 305, 311, 313, 317, 321, 323, 325, 339, 345, 347, 349, 351, 355, 357, 359, 361, 371, 377, 379, 383, 387, 389, 391, 405, 411, 413, 415, 437, 443, 445, 447, 453, 471, 477, 479, 481, 483, 487, 489 503, 509, 511, 515, 519
2.5.7	Write responses to literature that: <ul style="list-style-type: none"> demonstrate an understanding of what is read. support statements with evidence from the text. Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.	<u>Comprehensive Teacher's Guide</u> 339, 345, 347, 349, 351, 355, 357, 359, 361
<i>Research Application</i>		
2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	
•	uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	<u>Comprehensive Teacher's Guide</u> 82, 96, 194, 326, 360 <u>Small Group Reading Teacher's Guide</u> 25, 105, 194, 272, 311, 319
•	organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.	<u>Comprehensive Teacher's Guide</u> 9, 15, 41, 47, 75, 81, 107, 113, 141, 147, 173, 179, 207, 213, 239, 245, 273, 279, 305, 311, 339, 345, 371, 377, 405, 411, 437, 443, 471, 477, 503, 509 <u>Small Group Reading Teacher's Guide</u> 23

Standard	Descriptor	Citations
6. WRITING: English Language Conventions		
<i>Handwriting</i>		
2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<u>Comprehensive Teacher's Guide</u> 327, 525
<i>Sentence Structure</i>		
2.6.2	Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).	<u>Comprehensive Teacher's Guide:</u> 18, 84, 94, 480, 490, 492, 522, 524
2.6.3	Use the correct word order in written sentences.	<u>Comprehensive Teacher's Guide</u> 140, 386, 390, 392, 394, 414, 412, 424, 456, 458
<i>Grammar</i>		
2.6.4	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i> .	<u>Whole Class Charts</u> Volume 2: 135, 139 <u>Comprehensive Teacher's Guide</u> 50, 112, 114, 116, 126, 128, 140, 148, 180, 212, 282, 292, 310, 314, 324, 326, 348, 378, 386, 390, 392, 394, 414, 422, 424, 456, 458, 470, 476 <u>Small Group Reading Teacher's Guide</u> 301 <u>Essential Resource Guide</u> 18-19, 34-35, 36-37, 44-45, 53-54, 59-60, 87-88, 100-101, 106-107, 133-134
<i>Punctuation</i>		
2.6.5	Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).	<u>Comprehensive Teacher's Guide</u> 20, 214, 226, 480 <u>Essential Resource Guide</u> 10-11, 61-62, 135-136

Standard	Descriptor	Citations
2.6.6	Use quotation marks correctly to show that someone is speaking. <ul style="list-style-type: none"> Correct: “You may go home now,” she said. Incorrect: “You may go home now she said.” 	<u>Comprehensive Teacher’s Guide</u> 85, 151, 296, 415, 416, 483, 495
<i>Capitalization</i>		
2.6.7	Capitalize all proper nouns (names of specific people or things, such as <i>Mike</i> , <i>Indiana</i> , <i>Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr.</i> , <i>Mr.</i> , <i>Mrs.</i> , <i>Miss</i>) and initials in names.	<u>Comprehensive Teacher’s Guide</u> 52, 150, 160, 192, 194 <u>Essential Resource Guide</u> 20-21, 46-47
<i>Spelling</i>		
2.6.8	Spell correctly words like <i>was</i> , <i>were</i> , <i>says</i> , <i>said</i> , <i>who</i> , <i>what</i> , and <i>why</i> , which are used frequently but do not fit common spelling patterns.	<u>Comprehensive Teacher’s Guide</u> 16, 48, 82, 96, 114, 148, 180, 194, 214, 246, 280, 312, 326, 360 378, 456
2.6.9	Spell correctly words with short and long vowel sounds (<i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i>), r-controlled vowels (<i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , <i>ur</i>), and consonant-blend patterns (<i>bl</i> , <i>dr</i> , <i>st</i>). <ul style="list-style-type: none"> short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se r-controlled: <u>p</u>ark, <u>s</u>upper, <u>b</u>ird, <u>c</u>orn, <u>f</u>urther consonant blends: <u>b</u>lue, <u>c</u>rash, <u>d</u>esk, <u>s</u>peak, <u>c</u>oast . 	<u>Comprehensive Teacher’s Guide</u> 16, 48, 82, 96, 114, 148, 180, 194, 214, 246, 280, 312, 326, 360 378, 456 <u>Essential Resource Guide</u> 12-13, 24-25, 76-77
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
<i>Comprehension</i>		
2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	<u>Comprehensive Teacher’s Guide</u> 9, 41, 75, 107, 141, 173, 207, 239, 273, 305, 339, 371, 405, 437, 471, 503

Standard	Descriptor	Citations
2.7.2	Ask for clarification and explanation of stories and ideas.	<u>Comprehensive Teacher's Guide</u> 74, 75, 278, 279, 412, 413 <u>Small Group Reading Teacher's Guide</u> 115 <u>Essential Resource Guide</u> 6-7, 78-79, 115-116
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	<u>Whole Class Charts</u> Volume 1: 32, 33, 59, 60 Volume 2: 104, 105 <u>Comprehensive Teacher's Guide</u> 80, 81 <u>Essential Resources Guide</u> 16-17, 26-27
2.7.4	Give and follow three- and four-step oral directions.	<u>Small Group Reading Teacher's Guide</u> 39-40
<i>Organization and Delivery of Oral Communication</i>		
2.7.5	Organize presentations to maintain a clear focus.	N/A

Standard	Descriptor	Citations
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	<p><u>Comprehensive Teacher's Guide</u> 8, 9, 14, 15, 18, 19, 24, 25, 40, 41, 46, 47, 56, 57, 74, 75, 80, 81, 90, 91, 106, 107, 112, 113, 122, 123, 140, 141, 146, 147, 156, 157, 172, 173, 178, 179, 188, 189, 206, 207, 212, 213, 222, 223, 238, 239, 244, 245, 254, 255, 272, 273, 278, 279, 288, 289, 304, 305, 310, 311, 320, 321, 338, 339, 344, 345, 370, 371, 376, 377, 386, 387, 404, 405, 410, 411, 420, 421, 436, 437, 442, 443, 452, 453, 470, 471, 476, 479, 486, 487, 508, 509, 518, 519</p> <p><u>Small Group Reading Teacher's Resource Guide</u> 5, 60, 210</p> <p><u>Essential Resource Guide</u> 16-17</p>
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).	<p><u>Comprehensive Teacher's Guide</u> 32, 33, 48, 49, 60, 61, 98, 99, 360, 361</p> <p><u>Essential Resource Guide</u> 4, 5, 16-17</p>
2.7.8	Retell stories, including characters, setting, and plot.	<p><u>Whole Class Charts</u> Volume 1: 32, 33, 59, 60 Volume 2: 104, 105</p> <p><u>Comprehensive Teacher's Guide</u> 32, 33, 48, 49, 60, 61, 98, 99, 360, 361</p> <p><u>Small Group Reading Teacher's Guide</u> 60, 210</p> <p><u>Essential Resources Guide</u> 16, 17</p>

Standard	Descriptor	Citations
2.7.9	Report on a topic with supportive facts and details.	<u>Comprehensive Teacher's Guide</u> 80, 81 <u>Essential Resources Guide</u> 16, 17, 26, 27
2.7.12	Use descriptive words when speaking about people, places, things, and events.	<u>Comprehensive Teacher's Guide</u> 32, 33, 48, 49, 60, 61, 98, 99, 360, 361
<i>Speaking Applications</i>		
2.7.10	Recount experiences or present stories that: <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance, spatial order). • describe story elements, including characters, plot, and setting. 	<u>Whole Class Charts</u> Volume 1: 32, 33, 59, 60 Volume 2: 104, 105 <u>Comprehensive Teacher's Guide</u> 32, 33, 48, 49, 60, 61, 98, 99, 360, 361 <u>Small Group Reading Teacher's Guide</u> 60, 210 <u>Essential Resources Guide</u> 16, 17
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	<u>Comprehensive Teacher's Guide</u> 80, 81 <u>Essential Resources Guide</u> 7, 8, 9

Standard	Descriptor	Citations
2.7.13	Recite poems, rhymes, songs, and stories.	<u>Comprehensive Teacher's Guide</u> 32, 33, 60, 61, 98, 99, 146, 147, 196, 197, 230, 231, 280, 281, 294, 295, 414, 415, 428, 429, 458, 459, 492, 493, 424, 425
2.7.14	Provide descriptions with careful attention to sensory detail.	<u>Whole Class Charts</u> Volume 1: 32, 33, 59, 60 Volume 2: 104, 105 <u>Comprehensive Teacher's Guide</u> 32, 33, 48, 49, 60, 61, 98, 99, 360, 361 <u>Small Group Reading Teacher's Guide</u> 60, 210 <u>Essential Resources Guide</u> 16, 17